CHILD STUDY

A JOURNAL OF PARENT EDUCATION

VOL. XI OCTOBER, 1933 No. 1

FIFTEEN CENTS THE COPY ONE DOLLAR THE YEAR

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CHILD STUDY entered as second class matter March 8, 1926, at the Post Office at New York, N. Y., under the Act of March 3, 1879.
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Eight months, October through May. Fifteen cents per copy; one dollar a year. Add twenty-five cents for all foreign subscriptions.

The Editors' Page

WE cannot avoid thinking about freedom and discipline, because these are ever in conflict in each of us. But our thoughts are inseparable from what is actually going on around us. And because the whirlings of daily life constantly present now one aspect, now another of the conflict, our theories swing as the pendulum.

THE infant starts life free and irresponsible, yet utterly dependent upon others for his survival from hour to hour. He grows, if favored by grace, into an adult controlled by obligations and considerations, yet more or less free. This eternal paradox of liberation through restraint, of discipline in freedom, leads constantly to confusion of educational plans, and to alternate emphasis upon one or another aspect of adjustment and learning. Theories of education or of child training are notoriously changeable, although at any given time the advocates of any given theory are likely to feel almost fanatical conviction. It is a commonplace that in education, as in fashions, fads and follies carry us from one extreme to its opposite; and we are for the most part satisfied to accept the cycle as but another manifestation of human frailty or of our lack of purpose.

BUT the case is not so simple. There is nothing arbitrary in the doctrines of the moment. Whether, like Rousseau and his followers, we are fired with enthusiasm about the native fitness of children's impulses, and so insist upon complete "freedom," or whether we fear the natural depravity of the infant, and so insist upon a rigorous discipline of repression, our thoughts and our actions are influenced by the particular complex of religious, political, economic and scientific forces of our times. A comparatively short time ago education was patterned on the assumption that the child's desires and impulses were naturally perverse, and that punishments and hardships and tribulations were necessary to drive out the perversities. The warrant for rod and strap came from the inborn depravity of the child; the authority for applying them came from the responsibility of parents and adults generally to preserve order and save souls.

WITH the emergence of democratic ideals, of scientific objectivity, and of the glorification of the individual came the disposition to ease up on the child. That fitted in very well with the economics of letting each one mind his own business. It fitted in very well with the political doctrine of minimum governmental interference. As scientific research gave us more and more positive knowledge regarding the character of the child's desires and regarding the laws of learning, our educational practices tended to become at the same time more liberal and tolerant on the one hand, and more systematic and orderly on the other; broader curriculum and free options went together with standardization. The psychoanalytic interpretation impressed us with the tragic and sometimes devastating results of unwise repression. There was logical emphasis upon the child as a personality, his needs, his right to self-expression, his opportunity to be himself.

THESE progressive trends in education had indeed to meet the charge of inconsistency. With the outward removal of arbitrary controls and restrictions went the implicit demand for fitting the individual into the group, for subordinating whim and impulse to reason, to the rights of others, to responsibility. The attempts to integrate the need for freedom and the need for discipline into a new pattern of guidance had hardly had time to demonstrate their merits. Younger parents and teachers were just beginning to apply the principle of restraint without repression, to respect the individual without letting him run wild, when along came wars, economic crises and far-reaching political changes. With dictators now seizing the helm here and there, the advantages of authoritarian direction stand in sharp contrast to the less dramatic, perhaps sentimental, methods of friendly guidance of children with which we were experimenting. With pressing need for coordinating a multitude of activities and techniques, and of unifying unruly mobs, the virtues of systematic regimentation become obvious. With the urgency for planning our economic affairs universally acknowledged, we are challenged to make finer discriminations. How far, and in what directions, may initiative be free? How far, and by what methods, must impulse be restrained?

IF WE are today searching for more effective methods of discipline and if we are stressing more sharply the desirability of submitting to authority, it is not because we have discovered anything basically wrong with "human nature" or human aspirations; we are not returning to the doctrine of pre-ordained damnation. Nor is it because we consider the individual and his dreams of less worth. It is because, having carried our liberalism and our experimenting and our individualism to a certain point, it is now necessary to consolidate our gains and to make generally available such wisdom as has come out of our trials. With the one foot firmly on the ground, we shift the weight of the body to the other, and so move forward.

Sidonie Matsner Gruenberg

Psychological Foundation of Social Discipline

ELLA WOODYARD

LIVING is learning. From birth on, waking hours are spent in experiencing and acting; and from experiences and actions one learns good or ill, and does so well or badly, easily or with pain. In order to facilitate learning what society considers desirable, various schemes of procedure and various sorts of incentives and tabus have been utilized by those whose chief business it is to pass the social heritage on from generation to generation. Most of these methods are hoary with tradition and continue to be used not because they have proved best but because they are familiar and easy to operate.

In a modern society, where the number of things that must be learned in order to carry on living at a satisfactory level is large, it becomes important that the learning process be made efficient and economical not only in time and labor, but also in wear and tear on the learner and his tutors. Educational psychology has therefore as one of its primary aims the discovery and application to the things to be learned of the laws of learning.

It was largely by the study of chicks, kittens and other animals in which learning is slower than in children and so can be studied more readily and with less danger of harm from incautious procedure that the laws of human learning were originally discovered. Before statement, however, these findings were further checked by experiments with many human beings. Dr. Edward L. Thorndike of Teachers College, Columbia University, made the first extensive study of this sort and in 1913 his formulations of the laws of learning were published in Volume II of his three volume text in *Educational Psychology*. As there stated, the three major laws of learning are the following:

Many forces have been at work in bringing about the evolution with which, in one of its most important aspects, we are all familiar as "changing discipline." Those which touch parents most directly are increasing knowledge of psychological principles and the attempt to apply these in school and home. These articles present briefly the major scientific contributions and discuss their practical application in daily living with children.

The Law of Readiness—which is that when one is set or "ready" to act in a certain way to do so is satisfying and not to do so annoying.

The Law of Exercise—which is that, other things being equal, the making of a certain response to a given stimulus tends to the learning of that response for that stimulus; and the failure to make this response to this stimulus tends to make it less likely at any future time for this response to be made to this stimulus.

The Law of Effect—which is that if a response to a stimulus is followed by a state of affairs that is satisfying to the individual making the response, this response is made more easy to repeat when the stimulus is repeated; and that if a response to a stimulus is followed by a state of affairs that is annoying, this response is made less easy to repeat when the stimulus is repeated.

The positive statement of these three laws may be put simply thus: If one wishes to do something, and does it, and a pleasant consequence ensues within the doer, he learns to perform that act. The negative statement is that to be forced to do something, or to have a willing or unwilling act followed by annoying consequences within the self, tends to hinder the learning of that act. These statements hold whether the act be one of muscular skill, of memory, of bullying, of teaching, of prayer, of story writing, of labor, of social grace, of ideals of conduct, of fortitude, of temper control, or whatever.

It is concerning the third law that many psychologists and more practical folk find themselves not in agreement with Dr. Thorndike. Teachers have always used the second law—witness the drill in spelling, in

reading, in the multiplication table, in rivers and capitals of states, and dates and battles of history. Military training believes in it 100% even if one drops from its statement the words "other things being equal." But the third law runs sharply counter to anciently ingrained practice and current usage. "Spare the rod and spoil the child," "Lickin' and larnin'," "It doesn't matter much what a boy has to learn so long as he hates it," are common expressions of belief in a quite different dogma. The new law that satisfaction speeds learning cuts squarely across much established social practice in homes, in churches, in prisons, in schools, in camps, in hospitals. To attempt to arrange teaching in accord with this law would require enormous changes in procedure in the army, the penitentiary, the legislature, the prayer meeting, the schoolroom, the household.

A Challenge to Society

THE question of importance is not, "Is it revolutionary?" but, "Is it true?" If it is, then society will be the loser until practice tallies with the truth. Particularly is it imperative that those who deal with the next generation, parents and teachers, should know and utilize it to facilitate the learning of the appalling mass of material that must be taught to children before they can take their place in adult society.

The Institute of Educational Research, Division of Psychology, Teachers College, Columbia University, of which Dr. Thorndike is the director, has been engaged as one of its major tasks for the past four years in a re-examination and extension of the laws of learning. Dr. Thorndike and his staff of associates and assistants have themselves made scores of experiments and have set problems and provided facilities for a number of candidates for the doctorate to make independent studies.

The results to date appear in detail in *The Fundamentals of Learning*, published in 1932. (Two somewhat earlier books, *Adult Learning* and *Human Learning*, are less bulky and better adapted for general reading.)

It will interest the reader perhaps to have one experiment described somewhat fully. A series of several hundred Spanish words was chosen whose English meanings were to be learned by the subjects. The printed sheets were arranged so that each Spanish word was followed by five English words, in this fashion:

1. *alambre: retort candle copper feldspar verse*

One of these five words is the correct meaning for *alambre*. The subject was furnished a sheet of words and a pencil. He sat where the experimenter could watch his work. He underscored the one of the five English words which he guessed to be the right meaning. Immediately the experimenter, who had learned the key, said "right" or "wrong" according to the choice made. The subject without stopping to study went on to the next word, underscored his choice, was told "right" or "wrong" again, and so on until 200 words had been finished. Then this sheet was removed and a fresh sheet given him and the entire series of two hundred words gone over again in the same way. Over and over he underscored, heard "right" or "wrong" and continued doing sheet after sheet for an hour a day and for several days in succession. Person after person, chiefly students at Teachers College, performed the experiment without knowing the end sought or the process studied.

The records were then studied to find out how much more or less influence "right" had than "wrong" upon the succeeding trial of the same word. To make the story short, the results may be summarized thus:

The tendency of a person to mark the same word he has been told is "right" the next time he is presented with the same question is from three to seven times as strong as is his tendency not to mark again the word he has been told is "wrong."

Later experiments both of Dr. Thorndike and Dr. Lorge go further in discovering that not only is the influence of "right" strong upon the item to which it refers in tending to fix it in mind, but there is a "spread" of the reward to help fix items preceding and following the response rewarded with "right." It is even possible to measure with a fair degree of accuracy over *how many* items backward and forward and over *how long* a time interval each way a reward spreads its beneficial effect.

Punishment—or Reward?

SOME experiments were made with money payment as reward and money loss as punishment, some with strong praise or blame, some with mild rewards and electric shocks for punishments. All kinds of learning material were used—dealing with numbers, shapes, sizes, tossing balls into rings on a billiard-like table, tracing mazes while watching one's hand in a mirror, learning a language such as Esperanto, esthetic choices, code learning, hard English word meanings, history dates, the kinds of things people have to learn to get on in the world as it is—for which Dr. Thorndike and Dr. Lorge have been able to devise tasks in which the rate of learning could be measured, have been utilized in experimental situations. The results of every experiment confirm

the validity and operation of the *Law of Effect* as stated years ago with the important exception of the much greater potency of reward than punishment. What we do with satisfaction we learn easily, what we do with pain or unhappiness we learn much less well, and less quickly, if at all.

The practical importance of these new findings is great. Especially for parents of young children and for their early teachers is it valuable to realize that arranging learning tasks so that satisfaction results in the child is the "royal road to learning" which Aristotle could not find for Alexander the Great.

Punishment does not aid learning the right responses. The best it can do is to stop the wrong response and it often thus results in the child's being blocked and so doing nothing at all. Reward, on the other hand, is positive and aids all with which it is closely associated. It needs to be clearly distinguished from cajolery and bribery. The chief reward comes from within the learner himself, not from something added to him later.

Science can make the difficult business of living easier only if it be utilized. The laws of learning are of small matter if they be shut up in a few scholarly books or made the topics of learned lectures to academic-minded students. Only when they are incarnated in the living practice of parents, teachers and children themselves, as they are able to understand their own minds and to direct their own learnings, can they become significant.

Parental Control and Self-Control

The position of the parent, as a source of authority in relation to the child's emotional development, is interpreted by psychoanalysts as one of tremendous influence but not of traditional, unquestioned command.

MARIE H. BRIEHL

IT IS not enough for a liberal parent to say, "I want my child to have all the liberty and freedom I did not have in my restricted childhood." Nor is it enough for a more sadistic parent to say, "My hardships made me what I am today and what was good enough for me will have to be good enough for my child."

The parent should consciously discount his desire to continue his own childhood in his child's life, or to fulfill his own childhood dreams in his child. He too must face a reality—this child with these needs, and this particular set of parents with these limitations. The unity of the child's emotional life will depend on the character of father and mother, both separately and together. The ultimate purpose of education and training is to raise the individual to independent thinking and acting within a social group, that is, to enable him with his own ego to face the realities of his world and conform to them, adjust them or change them as he desires.

But how shall a parent know, except emotionally, when to be stern and administer strict disciplinary measures? How shall he know in what situations to be kind and tolerant of misbehavior? The older the child grows, the more difficulties he presents to his parents and the more conscious they become of their responsibility in making a man or a woman of him or her. The school presents its problems: John is failing in his lessons because he does not do his homework; he cannot concentrate; he plays truant; he is disobedient to the teacher; or he lies or cheats. The home presents its problems: he is aggressive to his mother; he refuses to comply with reasonable requests; he won't come in to dinner on time; he teases and fights with his sister; he dawdles for hours over his dressing; he lies in bed and masturbates. And the street presents its problems: sometimes they center about rebellious, aggressive attitudes; sometimes about indifference, shyness, inactivity, fearsomeness. The child often feels guilty in his wrong-doing, even while he continues in it. The parent is not always aware of the emotional disturbance at the bottom of this behavior; and he cannot realize the emotional distress caused by his attempts to control and conquer it. How shall he handle these problems?

Mary, for example, has earned the reputation of

being stubborn. She responds to her mother's requests only after repeated orders and then she never finds what she sets out to get. Ultimately she gets into a temper and hates everyone. No one can understand such behavior in an otherwise intelligent child. But Mary knows what the trouble is, and would rather die than admit it. She is afraid of dark corners and closets, and on account of these nameless fears she never finds anything she is sent to look for. Her fear of parental severity only increases her fear of the nameless things in the dark and renders her activity useless. It makes her out to be a disobedient child; while actually she is suffering under the weight of inner as well as outer authority.

Timothy is an example of a heretofore docile adolescent, breaking out into rebellion at home and showing signs of delinquency on the street. He is pale, undersized, has a poor appetite, smokes too much and "hangs out" with the gang "down by the tracks." His nervous, bossy mother still controls how much milk and spinach he shall eat, keeps him indoors because he might get run over and beats him when his indifferent, silent father refuses to become interested in their quarrels. He breaks out into a furious temper, hurling lamps and demolishing furniture. He wants the freedom and leisure which he thinks his father, a chauffeur for a socially prominent family, enjoys; and this he seeks in his own environment. He is unable to escape from the solicitude and authority of his mother; and he lives in constant conflict which breaks out in these fearful storms. In this household there has been strict discipline; there have been moods of generosity too, in times of celebration and beer drinking. But it has always been a haphazard discipline, on no one authoritative pattern.

An Inescapable Responsibility

In each of these cases the parent, consciously or unconsciously, affected the emotional reactions and the overt behavior of the child. But no two individuals, parents or children, are alike. The psychoanalytic study of individuals makes one keenly aware of the innumerable individual problems of discipline and behavior that arise in daily home life. But it is not the purpose of this short paper to attempt to tell the parent how to handle each of these many difficult situations. We have, instead, a purpose that strikes deeper. This is to suggest to the parent what light the study of psychoanalysis throws upon his function as a parent and in particular upon the authoritative role which, quite unconsciously, he plays in the emotional development of his child.

The Freudian sees the psychologic growth of the child as a gradual one which starts in the baby with complete instinctual freedom and total dependence on the outer world, at first represented by the mother or nurse, and progresses to less and less instinctual freedom and more and more independence from the outer world.

Making the Most of Natural Development

From his first day the child is subjected to the authority of adults. Psychologically the aims of adults and child are opposed. The infant's aim in life is gratification of his instincts by any means available. The adults' whole aim is to lead the child as quickly and efficiently as possible away from this primitive state of instinctual gratification to the more civilized manners of maturity. It is relatively easy to do this in infancy, for the child is completely helpless —a prey, on the one hand, to his instincts, at the mercy, on the other, of the tolerance or harshness of the adult. If the parent were truly pleased at the instinctive greediness, dirtiness, noisiness, curiosity of the child, he would not aim to wean him from the breast at seven months, train him to cleanliness before a year, teach him to keep his hands away from his genitals and force him to be quiet at certain times and in certain places. If he found the baby's behavior truly "adorable," he would perhaps be more willing to let nature take its course and allow the child more complete enjoyment of these instincts at the various psychological stages when they naturally appear. But the parent himself as a child was forced by his parents to face the civilized realities very early, and consciously or unconsciously he reacts to the narcissistic and animal-like behavior of his own child with certain civilized standards of behavior which in one way or another he imposes on the baby as soon as convenient. The father and mother act as if to set up for the child certain commandments: He must reform his hunger so that he eats at regular intervals and in certain quantities. Soon he must give up the breast, and even its sorry substitute, the bottle, to eat with a spoon and from a plate. He must not wet or soil his diapers, but must learn to sit on the toilet, even while he is still too small to sit alone. Above all, he must never touch his genital organs.

Here with variations are the first impositions of authority which play their part in the later emotional set-up of the child. According to psychoanalysis, the question of when, where, how and to what degree the parent steps down on the outcroppings of instinct in the child is the important consideration in his rearing. Here are wide possibilities for too severe impo-

sitions, too intense inhibitions causing frustration that will break out in emotional upsets; here also are possibilities for too great indulgence of instinctual life.

Well Balanced Emotions

It is the nice balance of sufficient instinctual gratification with a graduated imposition of authority that the Freudian sees as the basis of good emotional health. The psychoanalyst, knowing that the pregenital impulses have their rise and fall, would wish parents to time these necessary frustrations and disciplinary measures to the psychologic fall of these impulses. The parent would thus enlist the aid of a natural biologic process. Such timing would decrease the danger of incomplete exercise of the natural and necessary functions, mitigate the need of intense and severe frustrating methods, lessen the danger of prematurity or fixation and the possibilities of later regression to early infantile stages. A knowledge of the instinctual life of the infant would be helpful to every parent who wishes his child to have a fair chance for emotional health. The psychoanalytic theory of instinct is one of the great contributions of Freud.

But as things are today, we raise our children according to our social standards, our doctor's orders and our own unconscious prejudices. To a great extent, and not always superficially, we are successful in reforming our instinctual animal-like babies into properly civilized children who behave indeed like "ideal" grown-ups. Each child absorbs the authoritative pattern to which he is subjected. This "absorbing capacity" is an intricate psychological process which has far-reaching effects. Soon enough our too lax or too severe commands are no longer necessary. Though our child may have rebelled at the too early removal from the breast, he now learns to regard it as disgusting, hiding, it is true, a deep feeling of envy or rebellion when he observes oral favors conferred on a younger brother or sister. Soon he needs no nurse to tell him to "attend to his duty;" he is ashamed himself when he permits an error. Sometimes he continues to wet his bed, but his sense of shame now comes from within himself, so well has the force of authority permeated into his mind. He learns continence, since it is so highly desired by his parents, but sometimes at the expense of inducing constipation and spite reactions. He learns to regard masturbation as the most heinous of all sins and manages to refrain, but at the expense of a continual emotional conflict between his instinctual need and imposed authority. His increased fears and fantasies withdraw energy from more useful forms of activity; or else he cannot refrain and suffers all the tortures of a guilty soul who alternately and repeatedly commits a crime and repents.

Soon enough, by his fifth year, the child has usually absorbed a complete pattern of authority from his parents and the other important adults in his environment and has incorporated it within himself. The question of whether he can get along well with this authority incorporated within himself or not, is the basis of all his future happiness. Freud has called this authority incorporated within the ego the *super-ego*. If the child has absorbed good maternal and paternal disciplinary patterns, a super-ego which has become a genuine part of an integrated personality, he will be a poised individual, certain of himself in work, social relations, marriage. If he has introjected a too severe, punishing authority and developed a super-ego constantly at war with his instincts and ego, then in his most important life situations he is likely to be subject to fears, hate, conflict, indecision. If he has not had suitable examples of maternal and paternal authorities, if they have been too lax, too contradictory, too haphazard, too negligent or discordant and he has developed a super-ego insufficient for our social order, he is likely to be a weak, undisciplined individual, possibly delinquent in his social relations.

It is easy then to see why the emotional stability of the parents is such an important factor in the emotional stability of the child. Whether they are aware of it or not, each parent is constantly a mighty presence before the child. The birth of a child promotes him to a position of authority. A wise parent should never have to call the attention of his child to his mighty presence by insistence on his power. When he does so, by corporal punishment, threats, cajolery, false promises, he is admitting that his power is weak and ineffective. On the other hand when he is indecisive, neglectful, quarrelsome, disinterested, he is a poor model for absorption into the childish ego.

Love—as the Child Needs It

The parental position of power should enable the mother and father to bestow positive assurance and love plentifully and consistently on their child all the time. They should be able to give the child as much love as the child needs to receive, and not as much or as little as the parent needs to give. If parents look into themselves, many of them will have to admit that frequently they give the child as much love as they feel like giving—a great deal, often too much, when they have to compensate for losses in their own past or present; sometimes too little, if mood, character, domestic or financial difficul-

ties so impel them. It is easy to understand a child's hurt at a love that is unsteady and moved by forces incomprehensible to him, and his disappointment at an authority that proves unreliable, now too weak, now too severe. When the external authoritative patterns are undependable and conflicting, the patterns he incorporates into his super-ego will be likewise vacillating and unreliable. The child needs positive patterns of regulated authoritative control in the periods of infancy, latency, and even into adolescence. His need for authoritative control in later life will be directly inverse to his successful incorporation of good super-ego qualities in early life. Little by little, control of his behavior will come from within himself, until he reaches complete emotional independence and does not need to depend on his parents at all. Then it can be said that true manhood is reached.

A comprehension of the evolution of the super-ego ought to dispose of many daily disciplinary problems that the parent finds so difficult to settle anew each time they arise. It ought to put the emphasis on the parent's basic function in the evolution of his child's character. In this sense, the parent really lives on forever in his child.

Timothy, one of the children previously described, with his confused social background, vacillating super-ego and constantly disturbed emotional state, is an example of the effect of discordant authoritative patterns, too severe and too lax. So also Janet, a little five-year-old, who now and then goes quite out of her usual character into excessive temper tantrums. She plays teacher like her older sister but outdoes her in severity. "I will be very strict, because I want my

(*Continued on page* 28)

Off to a Good Start

Before we undertake the training of little children, we must understand clearly what we are training them for.

HARRIET E. O'SHEA

WHEN adults, whether they be parents, nurses, governesses, psychologists, or anyone else, are confronted with the adventure of living with human beings from six months to four or five years of age, the first and most searching question that comes to mind is this: "What are we trying to do with these young children?"

In a sort of general way, we reply that we are trying to help them be adequate, well adjusted, socially useful human beings. We are in much the same position as a checker player who must think of two facts at once—what his immediate next move is going to be; and what effect that will have on his position a little later. It is necessary to think about children in terms, first of all and most importantly, of how they can best live today and tomorrow. An unbroken succession of wholesome todays and tomorrows leads inevitably to wholesome adolescence and adulthood.

A few of the accomplishments which we want a young child to win for himself day by day are such as these: It is very helpful to him to be able to get up from a bump without wearing himself out by crying. It is of great assistance to him not to be terrified when his mother leaves him for an evening. He is a more substantial infant citizen if he can hand over a ball or a doll occasionally to another three-year-old who is beside him. He is also a more able individual if he can hang on to a swing which is his, by right of using it at the moment, when some socially less accomplished three-year-old barges in on him and tries to grab the swing before it is his turn. It is a great relief to him not to have to keep going from adult to adult smiling at them, poking them, whimpering, or having attacks of anger in order to hold their attention; he is much more peaceful and contented and profitably employed to be able to forget the adults and investigate all the properties of an entrancing pile of blocks or the eternally satisfying sand pile. It also gives him a real glow of delight to be able to bring a wobbling cup of milk safely down on its saucer himself without spilling the milk and without breaking the china. It is exhilarating, too, to discover day by day that red and green are somehow different and to have the joy of recognizing his old

friend green when he sees it again; and so likewise with pots and pans and animals and all manner of endlessly absorbing objects.

What do we adults have to work with in our friendly occupation of helping a young child be a more considerable human being than he could have been if he had been left to his own devices in a wilderness? We have perhaps three large divisions of materials with which to work. First, there is the child himself with his curiosity, his ceaseless activity while he is awake, his hunger, his feelings, his past experience (because even a three-year-old has lived and experienced hundreds and hundreds of hours) and his present condition, whether he be gay or sad, frightened or peaceful, absorbed in some pursuit or looking about to see what he can see. Second, we have the playthings, the food, the adult furniture, the streets and automobiles, and so on—all of the material world in which the child moves and has his being. Third, we have the adults and the children who surround the child and who will perhaps have more to do than any other factor, except the child himself, with determining what sort of a person he is from day to day.

The Child's World

Brander Matthews used to say to students of drama at Columbia University that when one reads a play, one should approach it with absorbing, sympathetic, creative imagination in order to see its characters and their life as the author saw them. Adults dealing with children can well follow Brander Matthews' advice. We need day in and day out to put ourselves through the most intensive experience of trying to understand what the child himself is thinking, how he himself is feeling, what the present situation in which he finds himself must look like to him. In other words, there is an extraordinary demand made upon us to be out and out realists, to know what the child's life is from his personal point of view instead of knowing it merely as one little cog in the great wheel of our own lives.

Any reader who has recently had a well meaning relative or close friend try to "help" him with some activity, such as improving his golf game or making beds a new way or installing an improved method of household bookkeeping, may know how frequently such help serves only to befog the issue and to irritate and exhaust both the helper and the one who is receiving "assistance." One cannot escape the notion that a great deal of "helping" might more exactly be labelled satisfying, aggressive activity on the part of the individual who is officially the helper. As a check on our child training endeavors, it may be interesting to see how often in our dealings with adults our own offers of assistance to others spring from practically that same source.

Goals of Learning

As we think day after day about what would be a worthy bit of living for the two-year-old or the three-year-old before us, on this particular day of the week and month, there immediately come to mind two impressive questions. One is, "What is possible in motor skills, emotional control and knowledge for a child of two or three?" Here is a fascinating realm for month after month of study by any devoted parent or nursery school teacher.

The other predominant question is, "How is new behavior built?" Perhaps from our daily experience we can, to begin with, deduce certain principles of how new behavior is *not* built. How many overweight women of forty, whose families set out to help them reduce, come merely to be sensitive about eating cookies in the sight of their well meaning relatives, who have scolded them, but appropriate the cookie jar with a sigh of relief when the stern relatives have gone shopping? How many men, who have been told by their doctors that they must stop smoking to relieve their throats, carefully refrain from smoking in the sight of their anxious wives, who scold them every time they pick up a cigar, but then light up comfortably when they are safely out of view on the golf course? There are plenty of adult experiences to show that the most well intentioned reprimands (punishments of any sort) generally become associated with the person who issues the reprimands and not with the act which it was hoped to obliterate.

By contrast, it is interesting to watch a woman whose husband buys her scales, helps her make a chart on which to record her daily weight, says nothing at all when she eats cookies, but smiles and nods in appreciation when she tells him that she has lost a pound and thinks it is because she did not eat potatoes or cookies yesterday and the day before. It is enjoyable, too, to watch the man whose friends and relatives stop smoking a little themselves so as not to suggest the act to him, but who pay no attention to him when he does smoke and merely speak a warm and friendly word when he spends an evening without lighting up even his favorite pipe.

Adults who think about it can easily see from such contrasts as these that it is the behavior which is made attractive and agreeable which grows. It is to be noted, also, that even with an adult, increased un-

derstanding of a situation makes desirable behavior come more quickly. In guiding young children, our minds constantly return many times during the day to the question of what it is we want these children to be today and tomorrow. One of these objectives is, as we have said, that they may become human beings who understand all that it is possible for persons of their mental age to understand. When a child eats something he should not, or does not eat when he should, or breaks something, or bites someone, or shrieks with temper or with fright, we are in the position of the checker player in that we want to help the child manage the finest and soundest behavior in the immediate present (we do this by making it attractive); and that we also want to help the child increase his mental grasp of the whole situation. That residue from his experience (his mental grasp of what happened) is generally much more dignified and significant in his life than merely what he did at the time. Is it enough that a child who breaks bottles in the alleyway and endangers the neighbor's tires should merely be cut by the glass and become afraid of the alley? Or is it much more important that he find out how to take care of bottles, and watch the trouble the neighbor has driving around the glass, and join in the pleasurable activity of keeping the roadway free of harmful objects?

Establishing Mutual Confidence

ANOTHER situation adults can observe in their own experience and transfer to their thinking about children has to do with which friend amongst one's acquaintances is most invigorating, most reassuring, most encouraging. Very often one selects the friend who radiates cheerful matter-of-fact confidence. With other friends who are tense and fearful and perhaps a little snappy, one becomes restless and harassed and often fearful oneself. There should be a moral drawn here to the effect that children are even more in need of security and matter-of-fact support than are adults. Therefore, it behooves the thinking parent not to become more anxious because he *is* thinking about his child's development, but to become more and more confident and peaceful in his management of his child. This he has a right to do for the very reason that putting his mind to the matter of how best to help his child is bound to produce better results for everyone.

What has become of the apparently simple, innocent question, "What is the *best* discipline in a child's early years?" The answer to the question, if it were to be described in musical terms, would be more like a whole elaborate symphony than a single note on a bugle. In other words, there is only one kind of answer; we must undertake social, psychological, personal engineering when we are training a child. It is only the parent who shuts his eyes through ignorance or willfulness or fatigue who fails to observe the dozens of learnings, some good, some bad, which are going on every time he and his child react toward one another.

None So Blind

IT is only if one allows oneself to remain partially blind that one can think in terms of any word so simple as "discipline." No human service, no human relationship can ever be simple. There is perhaps no relationship more responsible than that of an adult to the young human being whose life he is helping to guide. Since that is so, we cannot fail to respond to the challenge with the chief salvation of human beings, namely, *thoughtful* reactions—in this case made by ourselves day in and day out in relation to everything that happens to the child.

We might remember that there is an eternal pitfall before adults in trying to think about children. An investigator in Minnesota has discovered that teachers consider as serious in school children the kinds of behavior which are interruptions and annoyances to themselves. Psychologists say that these are minor matters but are much concerned over the kinds of behavior which indicate that the child has become a personal failure to himself, such as the quiet, withdrawing behavior which teachers like because it is convenient. It is salutary for all adults who handle young children to remember this ever-threatening flaw in our thinking, that we may be deciding on the basis of our own convenience or irritation instead of thinking with sympathetic, creative imagination from the child's point of view.

Children, Too, Are Human

IT is the most searching activity in the whole world to guide a growing personality. To do it, as has been said, we can only answer in the best way possible each day the question of what is worth while living *today* for this child, age two or three. As we think more and more deeply each successive week about the daily goals which we should set for the development of the child, then the ways and means of assisting him become more clear, especially if we never forget the fact that everyone tends to do that which is attractive and agreeable, and that in this respect children are exactly like all other human beings.

School Discipline— a Continuing Evolution

A long view of the changes in child training suggests that for both parents and teachers techniques are as necessary as ideals.

PATTY SMITH HILL

A LITTLE more than half a century ago a new philosophy—one voicing a new conception of the relations of God, man and nature—began to influence intellectual life. This romantic and idealistic "world view," largely inspired by the philosophical leaders in the universities of Germany, deeply affected the point of view of students in other countries, including our own. While this idealism has been much modified by our increasing scientific knowledge of the nature of man, his social relations and his physical environment, it has left in its wake an understanding of the relations of man to man, which is far more democratic than the old autocracy.

In the school and home, as in government and theology, autocratic control as the sole means of securing conformity has thus been gradually undermined. The child's inability to measure up to adult standards of moral behavior and mature forms of intellectual achievement has ceased to be looked upon as a manifestation of "total depravity."

The new education laid great emphasis upon respect for the individuality of each child, and sought to preserve and develop it largely through opportunities for untrammeled self-expression and self-determination. Rousseau, Pestalozzi and Froebel each in turn had stimulated a new confidence both in child nature, and in the possibility of greatly increasing the effectiveness of education through the discovery and application of more natural methods of teaching and controlling children.

As a practical result the child came to be judged by more intelligent and humane standards growing out of a keener knowledge of the nature and abilities of children at different age levels. This not only set up a more understanding attitude toward the child, his nature and needs, but introduced a rather novel view of the role of the teacher, whether expressed in efforts to establish more democratic relations between children of different social classes, between individual children, or between adults and children.

It was but natural that the efforts of innovators to encourage children in expressing their own ideas, in helping to plan school procedures, and in learning how to control their own destinies, should meet with opposition from teachers with little knowledge of the child's intellectual maturity, readiness, or ability. Perhaps this conflict may best be illustrated through a description of the first recognition of the young child's right to draw and the type of drawing book which I saw provided for this purpose forty-five years ago. Formal as it was, it was an innovation in its day. Before criticizing this book, one must remember that any attempts on the part of a child to express his own ideas through "free drawing," if discovered by the teacher, were recorded on the monthly report card under the painful caption "deportment." But since to the child any activity was better than no activity, an eager welcome was given these formal drawing books by little children who lent themselves whole-heartedly to copying straight lines and geometrical figures. Each page in the book was divided in half by a black line. On one side was the model to be copied; on the other a blank space for the copy. On page one were five vertical lines of equal length which were to be painstakingly copied on the opposite side; on page two were five horizontal lines; on page three, five oblique lines—all to be dealt with in the same manner. On page four came the reward! On it the vertical, horizontal, and oblique lines were put together to form a house. But no chimney could be added with volumes of smoke pouring forth, no windows inserted with lovely lace curtains, and of course no people lived there. Human figures were tabu!

In those days teachers did not encourage a child to start right out to draw a house according to the image in his own mind. Nor was the end toward which he was working revealed to the child in advance. "Pre-technique" must be built up through drill in all the elements which might later enter into a meaningful result. Not only was it believed that technique must be mastered in advance of its use or application, but acquiescence in mastering techniques without knowledge of the ends which these were to

serve was viewed as good discipline and training. It was many years before psychology revealed the fact that learning did not proceed in this manner.

As we compare this early, formal system of teaching drawing with the spontaneous, creative art emphasized in presentday progressive schools, the analogy will serve to suggest how far we have travelled in all teaching. Then the acquisition of technique was isolated from the part it was to play in life situations. Discipline was very like the copying of lines in the old drawing book. And just as it was assumed that children did not need to know that the lines, properly related, would make a house, so also it was assumed that through practice they could learn various kinds of "good behavior" without needing to know that these acts had any relationship to each other.

Learning by Living

Such educational geniuses as John Dewey made us question habitual training in conforming to such blind practices. Life demands ability to work in many different ways, and with many kinds of people, the method varying according to conditions. At times we are called upon to create plans or ends for ourselves; in other situations ends are set for us with no directions offered regarding steps to be pursued in arriving at the end: there are other occasions where we must learn to do what we are told to do, and in the manner directed. Sound educational procedure requires training in working for and with others along all these lines; but respect for intelligence, and the right to direct self as far as possible without loss to one's self or society, should be a controlling principle in deciding which of these methods is best to use.

Success in applying this new concept of training demands the mastery of a most difficult and subtle technique. Until this technique is mastered one may stumble through many mistakes. This was especially true in former days when no precedents were available. Where uncritical reliance was placed in the new faith in man as "the noblest work of God" and innately good, it was believed that a certain perfectibility would spontaneously manifest itself, once the artificial and inhumane restrictions of an earlier day were removed. The disillusionments which frequently followed some of the ill-advised efforts to apply these revolutionary theories are historic facts. A mistake made yesterday in giving an overdose of freedom easily frightened us into reverting to the old formal ideals tomorrow. We wavered as we stumbled—one day over-timid, the next over-bold in our efforts to introduce a wider freedom into the social organization of the school. But out of each experiment came new light.

Early experimentors were imbued with the conviction that while rigid, tyrannical control could produce types of conformity highly satisfying to authority, it frequently left the moral nature of the child unregenerated, with bitter antagonisms aroused toward the act of conformity and those in command. But these innovators had yet to learn that success in teaching depends upon the acquirement of a far more arduous and complex technique than mere provision for the spontaneous unfolding of inner potentialities. Poor little Topsy, abandoned to a life of neglect, explained that she "jest growed." Education is far more than keeping hands off. Of another child in a more fortunate environment in early life, it was recorded, "and the Child grew in wisdom and stature."

Some mode of guidance was yet to be discovered which would avoid the extremes of tyrannical control on the one hand, and of license on the other. This "golden mean" has not yet been achieved by many teachers and parents who have outgrown the old modes of government without fully mastering the new. Both parents and teachers can be given a great deal more help than is usually available to them. More opportunities for training and experience are available for young teachers than for young parents, and one of the most important things which parent education is doing is to help parents develop not only attitudes and principles regarding discipline, but also techniques and practical applications.

The Art of "Nothing Too Much"

Yet after years of closely observing this process of transition from the old to the new order, I am convinced that the majority of adults seem bound to swing from one extreme to the other before they are ready to learn this technique of guidance. I have often wished that there were some way to shorten the arc in this "swing of the pendulum," and have earnestly endeavored to help young teachers and parents in developing this technique of guidance which endeavors to avoid both of these extremes. But it seems that adults, like children, have to learn through their own experience that development requires, not only freedom, but *guidance in and through freedom* if ability to control and direct oneself is to result.

Like all great arts the technique of guidance cannot be mastered over night. Above all, we have to learn that suggestion, advice and counsel are of little value until they take hold of the child himself. There must be some need, of which the child himself may be

made more or less conscious before he voluntarily adopts our ideas. Like the old-fashioned cable car, the child cannot progress until the mechanism grips the cable, which in turn, is driven by a hidden motive power. It is this hidden motive power within the child which must be gripped in order to secure voluntary repetitions of constructive conduct.

Perhaps the most difficult phase of this art is knowing how far to let the child go in learning by himself the possibility of the unhappy consequences which may follow through his own unguided experience. Leaving the child alone until full consequences befall him is an unnecessarily expensive, uneconomical, and cruel mode of learning. But to let the child alone until a glimpse of consequences may be sensed, prepares him to understand the need for that protection and counsel which the wider experience of the adult may offer. This moment of readiness, when the adult may advantageously step in, is difficult indeed to locate. "Watchful waiting" is required, plus a willingness to hold back our own tendencies to interfere before the crucial moment arrives. This demands more insight and self-control than some adults possess.

Every sensitive person realizes that there are crises in which commands and instant obedience are a positive necessity. Fire drills and traffic signals are obvious examples of the unquestioning obedience which protects the individual and society. But where no crisis or serious danger is involved, surely the child may be allowed to take as many steps alone as may be necessary for him to see ahead of him some of the consequences which may follow his unguided tendencies.

Merry-Go-Round

Not long since I observed one of the most skilful teachers I know guiding young children in learning how to create for themselves the just and fair rules and regulations needed in the prevention of future quarrels and misunderstandings in the use of a merry-go-round. This is a troublesome, but valuable piece of play equipment because it requires strict obedience to such elemental social laws as "first come, first served," and "turn about is fair play." Often twice as many children wanted to ride as could be accommodated. "Town meeting" was then called by the teacher to discuss the difficult law needed to prevent future maladjustments. It was decided that a raised hand was the best means for requesting a turn, after the children in possession had their full share. Among the group was a small boy whose own inability to "get there first," or to appeal for his turn made him depend on adult authority to secure what he could not gain for himself. He was an example of the "tattle tale" that whines for help from powers above with, "Teacher, John won't get off the merry-go-round! *Make* him give me my turn!"

At first the teacher protected him, but soon I overheard this counsel, "Now, Bob, I will go over there and *make* the boys give you your turn, *if* you can't do it for yourself. But if I do it for you today, will you know any better how to do it tomorrow?"

Bob was beginning to see for himself the end toward which he and the other children were being trained. And in addition, as the teacher helped him to succeed through a confident and winning manner rather than through tattling and whining, he got from her a new and stronger support than ever before; he realized that they were partners who understood each other and were working together toward the same goal.

Fruits of Experience

All experiences are not valuable; we may come out empty-handed, because no one helped get at the causes of our difficulties. But maladjustments are not necessarily destructive. Children may be helped to understand the reasons for laws and justice through the inevitable quarrels and conflicts of childhood, provided the teacher knows how to utilize misunderstandings. As children are led to see the need for regulations, this should be followed by guidance in the creation of laws to prevent future difficulties. If the causes of past difficulties can be located, they should then lead on to foresight the next time the child finds himself in a similar dilemma.

True guidance should help the child understand adults as well as children. Grown-ups are no longer viewed as policemen or spies always interfering and prohibiting childhood's inmost desires. The mature members of society might serve as veritable "store houses" of knowledge and techniques which might be sought voluntarily by children if adults had the insight, the wisdom and self-control to hold back until children have tried themselves out sufficiently to get some glimmering of their own limitations and of what grown-ups have to offer.

Some children, subject to strict traditional discipline in one place—school or home—and given complete "freedom" in the other, have become confused and negative and unsocial as a result of this conflict. Yet others have suffered acutely, and sometimes quite consciously, even when the home and the school were in complete agreement as to principles of guidance. These are the children who are left completely

"free", where home and school are both verging to the extreme reaction against conventional formalism. And although their parents and teachers may not be aware of it, these children who are left at loose ends are also suffering from conflict—conflict between purposeless "freedom" and their inner need for guidance and direction. There are many ways in which home and school may compensate and complement each other. It is perhaps better for the child to have two partially different levels of guidance rather than to be left with none at all. As a practical compromise, for instance, educational advisors would be very likely to recommend that a child from a home that tended to put less emphasis on discipline should go to a school that tended to put somewhat more emphasis upon it—and vice versa. The ideal situation is one in which the home and school can cooperate in the guidance of the child so that all his experiences are enriching ones and tomorrow is always learning from yesterday.

Genuine guidance should help the child "grow in wisdom"—in knowledge of the reasons or principles involved, in technique with which to control a like experience when it arises in the future, in his attitude toward the act itself in order to induce readiness to repeat the desirable conduct in the future, in freedom from any unwholesome antagonism toward the adult.

Like all arts, guidance is difficult to acquire; but like the quality of mercy, "It is twice blessed; it blesseth him that gives and him that takes."

Authority and the Adolescent

"Love them and let them be" is perhaps one of the few rules that parents will not be called upon to modify with the years.

E. VAN NORMAN EMERY

AUTHORITY implies power over another or the admitted right to command. Some parents enjoy the subjective sensations that accompany the expression of such prerogatives and are happy enough to be authoritative. Others do not relish it. They always wish to be impressive but shrink from the sense of responsibility with which this is associated. Vigorous children almost universally resent authority wherever they find it, but less courageous souls rather welcome the peace that comes from leaning on another. Some enjoy the authoritative presumptions of their parents because of the satisfaction they derive from a battle of wits. We shall probably always find the strong fighting the strong and commanding the weak, while the weak either run from or lean upon the strong.

But what of the adolescent and the authority of the parent? Adolescence is a very relative term. Some men and women of forty seem to be just passing through adolescence. For instance, they may show a degree of irresponsible dependence upon, or of childish protest against, authority that is characteristic of the twelve-year-old. Ideally, adolescence is a period of change that affects every part of the entire personality—body, emotion, ethical values and all the deeper attitudes towards self and life. The reaction towards authority is one of the most important points of change.

Intelligent parents know that parenthood in itself does not produce a parental instinct that meets all of the requirements of child training. Bringing up children is a serious matter which cannot be left entirely to chance or instinct. It is a task for which parents must apply themselves by study and thought and it is one in which as much detachment as possible should be sought. In other words, although the problems of child training must be approached seriously by parents, they should still be able to regard the fact of parenthood with a sense of humor.

Many serious parents know the right theoretical answer in most situations. The question is to what extent these intellectual formulae carry over into actual behavior. To carry out the spirit as well as the letter of a formula is an undertaking which cannot be successfully completed by one who regards his job and himself with unqualified seriousness. In a sense, the seriousness of the intelligent parent is a too common cause of disaster. The over-serious parent often appears ominous to the child; this may be because of a cold intellectuality, over-anxiety, or god-like cer-

tainty of his own righteousness on the part of the parent. The attitude of authority, of one who wishes to change, mold, correct, is one which increasingly repels the child, because the older generation is trying to impose its own interpretation of the cultural pattern against the individualistic strivings of the younger.

In concrete situations of real parents and real children, especially adolescents, the intellectual rules are frequently called off and the game begins to be played as with one human being against another. How can parents put off and take on their authoritative attitudes as the episode immediately at hand demands? How can the adolescent react to the parent other than the way he does? During this period the external authority of the parent should be abandoned in favor of a self-confident responsibility for self and one's own behavior. If this is not achieved then adolescence has not been completed in this sphere.

Ordinarily we think of parents as being the protectors of their children but there comes a point when the child becomes the protector of the parents. I do not mean in the sense of physical care and shelter, which generally come later; but rather in the sense of protecting the parents from the pain of the parents' own prejudices. Adolescence is a period in which the child-that-was decides to do what he wishes, or believes to be fair, in spite of parental prejudices. Yet, paradoxically, the budding adolescent wishes to protect the parent from the shock. It is not simply a case of guilt and fear of punishment, although this may often be a factor. It is rather a wish not to hurt the parent. Such youngsters frequently will not tell their parents of the behavior of schoolmates when they believe this might wound the sensitive consciences of their elders. Now under such circumstances what will be the effect if these parents presume to be authoritative towards their "man of the world" child? Perhaps this is a most fitting place for a parental sense of humor, especially when it is realized that the usefulness of parental authority generally ceases by the time a child is eleven, twelve or thirteen. There is no commoner cause of lying and deception than self-protection; and self-protection most commonly seems necessary as a means of combatting what appear to be the unreasonable prejudices of parents or others in authority.

Fooling Only Ourselves

Grown-ups believe most interesting fictions about themselves. I learn this from listening "seriously" to children. For instance, we all have a very deep bias that we are reasonable, and will go to no end of trouble to convince everyone, but especially ourselves, that we are consistent. There is, however, a subtler trick that we play on ourselves when we presume to be grown-up and try to act the part seriously. Perhaps it is our struggle to believe that we have achieved this metamorphosis that causes us to seem queer to everyone except ourselves. At any rate, we must give up our childish ways if we are to believe that we are grown-up. Unfortunately, this is not simple; but in spite of great difficulty we gradually do take on new ways of behaving. Many of our childish ways are given up but some of them are merely forced out of mind, forgotten, or modified slightly and renamed "recreation" or "nervousness." The important point is, however, that most adults, glorying in their sense of adult independence of thought and action, will seldom accept without terrific resistance the fact that they were once childish and that their parents had a very profound influence upon them. This is especially true at those points where these old childhood influences are causing most trouble in their present adjustment to life. We try to forget that we were children and needed our parents. Perhaps oriental ancestor worship is a little franker than our occidental denial, because the parental influence is there whether we deny it or not.

A Saving Sense of Humor

All of this has two reactions on authority and adolescence. First, parents take their own "grown-up-ness" and authoritativeness very seriously. Having been children so recently they revel in the prerogatives of their newly acquired state. Having seen the role of king by divine right so effectively enacted while they themselves were in childish subjection, they readily re-enact the drama with satisfaction in the reversal of roles. The more childish the parent, the greater his disinclination to relinquish his authoritative role. The stronger and more mature the child, the more frenzied the effort of the parent to maintain his tottering monarchy. Since to such parents "grown-up-ness" and authority are almost synonymous, the growing strength of the child becomes an ever-increasing threat.

Second, adolescence is the period during which the child on his side also tries to forget his childishness and hence tries to forget his need to submit to adult authority. Some children achieve this comfortably while others do not. How it turns out depends upon the potentialities of the child, the emotional needs of the parents, and the patterns of inter-action which have developed between them. For instance, severe punishment may stir a degree of re-

sentment in the child which will insure ultimate rebellion and emancipation from the too proprietary parent. In this way it brings, as it were, its own reward. The child gains his own freedom and hates his former childish dependency, while the over-possessive parent loses his chatel. One is tempted to say that one of the few justifications for punishment is that it tends to cause the child to feel justified in leaving the parent.

On His Own

Some easy-going children seem to relish the relative freedom from responsibility and initiative that is associated with leaning on parental pressure sanction or coercion. During the college period this often creates a real problem for a high pressure parent. Under these circumstances it is seldom that either understands the other. To press or not to press is a serious dilemma for the ambitious parent who wishes to make a go-getter out of a comfortably detached philosopher. Why can't we remember that the problem of the adolescent is *his own* problem? Try as we may we cannot make it ours. It is his resources and his efforts that will make for success or failure. It is his wishes and his dislikes that are the relevant contending forces. Our solution may make fine theory, but only his own solution can make good practice. He may verbally accept our solution. He may carry it out to the letter, but his spirit is not in it. In our culture we have learned to distinguish between mine and thine in matters of property, but in the psycho-social affairs of our children we still confuse them.

Parental authority and the adolescent mix as poorly as oil and water, but probably this is true of every individual in his relationship to authority regardless of his age. One is tempted to say that any stressing of authority towards the adolescent is a sign of psycho-social pathology in either the parent or the child. Certainly from the ninth or tenth year on into adolescence the child tends to heed the wishes of the parents less and less and comes to attach increasing importance to a variety of parental surrogates (hero-worship of older schoolmates or idealized teachers and coaches) and his more intimate confreres. These become the symbols of what he visions as the ideal of current cultural patterns. This is an inevitable part of the process of giving up his childishness and its dependency and taking on his independent responsibility and his identification with the goals of his own contemporaries.

These two shifts from the need of parental authority are of deep significance. When one accepts independent responsibility, one substitutes internal inhibition and control for external interference and coercion. One accepts as one's own the responsibility for the pleasurable or painful consequences of one's behavior. Previously this responsibility has rested with the parents. From now on it is the adolescent's own sense of values that must be final. The adolescent must decide which impulses are to be inhibited and which sublimated. He must be his own censor and "sanctioner." Throughout childhood the values of the parents have been ascendant. Now the adolescent must either accept them as his own or else find what is truly his own through modifying the former in the light of his contacts with his contemporaries. The parentally patterned censor may be honorable. ("Honor thy father and thy mother, that thy days may be long in the land which Jehovah thy God giveth thee.") But unless this censor has some contact with reality the adolescent's adjustment will be exceedingly difficult. A censor which was suitable to the culture of the nineties is a ridiculous monstrosity in the 1930's and the years of rapid change still to come.

Worthy of Honor

Capacity to change is essential to psycho-social development. It is essential that the honored parental censor be not completely inviolate from the influences of contemporary thought and action. This generation does that which the last generation dreamed. Hence if independent responsibility is to be other than an idyllic fantasy, identification with the goals and values of one's own contemporaries is imperative.

Adolescence should be a period of vivid realization. It is a time of choosing between conflicting cultural patterns. In emotional growth and development it offers the last great opportunity for fundamental change in the most basic behavior patterns. It is the period in which parents relinquish and forget these powers for good or bad that were once theirs.

I cannot refrain from offering one piece of gratuitous advice to parents of adolescent children. When in doubt—do nothing; when firmly convinced—recover your sense of humor. Such a formula may tend towards parental impotence but I am sure that the human nature inherent in parents will prove an ample safeguard against the complete annihilation of authority. Perhaps the closest approach to a true authoritative impotence is a comfortable philosophy that will allow children to live their own lives without need either of restraint or protection. May not one of the really great rewards of the parent who has reached middle age be the emergence of a comfortable philosophy of non-interference?

Parents' Questions and Discussion

These pages, based on the foregoing articles, are presented for the use of individuals or of groups having this topic on their regular programs. Questions and discussion are taken from study group records.

STUDY GROUP DEPARTMENT

CÉCILE PILPEL, Director — JOSETTE FRANK, Editor

At four, a child is beginning to rebel at routines which he formerly accepted with no difficulty: nap time, bed time, washing and dressing have become daily struggles.

It is to be expected that as the child grows up the development of individual needs will bring him into conflict with the demands of a socialized world. The simple needs of the infant are adequately cared for through adult-imposed routines, but as the child's interests become more diversified and more responsive to the stimuli of environment, routines come to be limiting. We have to be ready to meet his expanding needs by keeping the routines flexible enough to take care of special demands as these arise, and by progressively allowing the child's own planning to replace fixed scheduling.

At four the child must still accept certain things necessary for either health or social reasons. At that age, however, nap time need not mean sleep but perhaps only rest, with a book or toy for quiet company. Bed time, however fixed its hour, can be preceded by a story or a song, or a few minutes of play in bed with a favorite toy before being tucked in for the night. Washing and dressing can be recognized simply as necessary matters to be accomplished as expeditiously as possible in order to get on to more interesting activities. We will probably minimize the struggle to maintain these routines if we reduce them to the most necessary few, and if, at the same time, we give the child some latitude for choice in other less fixed matters.

When issues arise which would call for discipline, is it best to divert the child's attention to other things in order to avoid disciplinary measures?

Up to a certain age the child's interest is not intense and his attention span is short; nothing is to be gained then by any thwarting process, for the child can not understand reasons or long retain prohibitions. As the child's interests become more fixed, however, his understanding expands and it is worth while then to make him see the issue and accept necessary thwarting.

Must we always give a child reasons for our demands?

Again this is a question of age; we must know what reasoning the child is capable of. A child of four must accept certain things that cannot seem reasonable to him—such as having clean hands, for instance. He will be able to see only that it is necessary to conform to the group—that this is expected of him. An older child can understand more complex reasons—reasons for being clean, for example—and we will usually find it possible to explain the necessity of what we are asking. At the same time, if the child has learned to have confidence in our judgment, and has found us usually reasonable, he will very often accept our demands without expecting to be given the reasons therefore. We must be on our guard against simply getting into a battle of wits—our reasons against his. And we must be sure, when we do give reasons, that they are honest ones, not merely plausible words to cloak our real motivation.

A neighbor's garden proves too tempting to a child of five who, despite repeated scoldings and prohibitions, daily picks the forbidden flowers. Will punishment stop him? What punishment?

We cannot think in terms of punishment until we are sure that we have met the child's needs. In order to stop an action we shall first want to know what makes the child do it. Does he pick

the flowers because he loves them and wants to handle them, or is he deliberately trying to be annoying? In the latter case one would have to seek the reasons for his grudge; it will probably be found to lie in a deep-seated feeling of inadequacy or insecurity in the family. If this is the case skilful management of the total situation is needed.

It is likely, however, that the flower picking indicates nothing more than a love of the colorful flowers and a childish desire to possess them. Why not let him have a bit of a garden of his own, with some quick-growing varieties to plant and cultivate into flowering? In this way he will come to value flowers in terms of their growth and living rather than merely in terms of something to pick. In the meantime, since his flowers will not grow in a day, he might be taken to places where wild flowers may be picked freely, with the clear understanding that *these* flowers are not forbidden. A child of five can understand the difference.

A child of six who manages shoes, rubbers and leggings promptly and skillfully at school never does any of these things at home without much nagging and adult help. Should she be compelled to dress herself?

There is nothing mysterious about this contrast between school and home behavior. At school the child is one of many children who are all doing the same thing; there is not only the pleasure of doing it *with* them but also the challenge and satisfaction of doing it as well as the others do or no less well than some. The school situation thus has the advantage of group pressures and group pleasures. At home there is no such stimulation. We can, in some degree, replace that spirit at home by making the procedure as pleasant and rapid as possible, to keep this uninteresting business of dressing from being too monotonous—a friendly word, some unobtrusive help over the more difficult spots, and conversation which looks happily forward to whatever activity is to come next.

A boy of seven has been forbidden to buy ice-cream between meals. Living near a summer road-stand, he maintains the letter but evades the spirit of the prohibition by buying a confection which he claims is permissible since it is water-ice and not ice-cream. How should this disobedience be handled?

This type of evasion is common, especially in the face of too many or too trying prohibitions. We will do well to consider the rules we lay down for our children—especially the "dont's"—to see whether we are perhaps making them too exacting, too difficult, or perhaps just too many. Why must this child be forbidden the ice-cream? We need not necessarily carry over winter rules into the summer time. We have to realize that a nearby road-stand is a strong temptation. So also is the urge to do what the other boys do, to buy what and when they buy. Why not allow him to have this "meal" with his fellows and, if necessary, take it into account in planning his other meals?

Is it evidence of a lack of imagination or initiative if a girl of eight is always "good" and never rebels against authority?

It might indicate any of a number of things and one would have to know the child and the environment to know whether her being "good" is cause for concern or for satisfaction. If it is lack of imagination one would have to think in terms of educational procedures which would be stimulating. If, on the other hand, the environment or the person in authority is repressive, it may well be that the child does not really accept authority but merely submits to it, feeling herself inadequate to make any opposition. In that case there is grave danger that she will fail to develop as an adequate and self-directing adult. Such a child often withdraws from any contests with authority, accepting it outwardly but escaping into fantasy for her real satisfactions. If this is the case it is important to reduce the pressures as far as possible and to work toward establishing the child's self-confidence.

There are some children, however, who are temperamentally less assertive than others, and for whom a reasonable authority is perfectly acceptable. If the child is of this type her ready conformity may indicate only that she is well-adjusted to her environment and fairly well satisfied with her world just as she finds it.

Two children, eight and ten, have been brought up as free as possible from discipline or restraints. They are now at public school, and are having so much difficulty in adjusting to what is demanded of them, both in school and out, that their parents begin to question the wisdom of their earlier "freedom." Can anything be done now to remedy the situation?

If the parents' policy of "freedom" has been real and not just a gesture of being "modern," then they must have built up in children of that age a fundamental respect for their sincerity and integrity. If now they are honestly convinced that some discipline is necessary for socialized liv-

ing, it should be posssible for them to get the co-operation of the children on this basis. The need for adapting oneself to the demands of one's environment can be presented to the children as a challenge, rather than as a failure on their part. But the situation must be approached whole-heartedly by both parents and children if it is to be effectively met. And it is wise that it should be met frankly lest the children be confused by conflicting purposes.

A fifteen-year-old girl resents any restrictions as to how and with whom she should spend her free time. How can she be brought to accept the parental guidance which she still needs?

We get these marked reactions only from adolescents who have not had any experience in freedom and who have already been in revolt, however unexpressed, for some time. As a rule, the pressure from the outside—from companions, new interests and new demands—as well as from the development of the maturing personality is so great that the revolt becomes a general rather than a discriminating one. Both parent and child need a careful re-education; the parent to try to see where he has failed, the child to try to gain some insight into the situation. The parent can learn to consult with the girl wherever possible in those matters which concern her. If the way is at all open for a feeling of confidence and a friendly relationship between them, it might be possible for parent and child to discuss together their mutual difficulties in an effort to understand "how they got that way." Neither persistence in domination nor abdication of authority will serve the best interests of this girl. This is not an easy problem and any real solution would require further study.

STUDY MATERIAL: DISCIPLINE—THE PENDULUM SWINGS

TOPICAL OUTLINE

1. THE PURPOSE OF DISCIPLINE
   - Reasonable control of the small child
   - A means toward self direction
   - Guidance leading toward independence
2. HOW DISCIPLINE IS LEARNED
   - Through establishment of wise routine
   - Through performance of habitual acts of daily life, as eating, dressing, elimination, play, etc.
   - Application of fundamental laws of learning; as readiness, exercise, effect (See page 4.)
3. THE PLACE OF REWARD AND PUNISHMENT IN DISCIPLINE
   - Reward intrinsic in the activity vs. extraneous reward
   - When does a reward become a bribe?
   - Effect of punishment—on the learner, as a teaching device, on the one who punishes
4. DEVELOPMENT OF RESPONSIBILITY
   - Infant wholly dependent upon adults
   - Gradual shifting from adult to child of responsibility for adhering to routine
   - Degree of responsibility accepted by child as a measure of maturity
   - Learning to share with others and to adjust to others
   - Progressive initiative on part of child in interpreting or rejecting routine

PROBLEMS FOR DISCUSSION

1. How can a good nursery school help
   (a) An only child who has everything she wants at home, but who adjusts badly to others?
   (b) A three-year-old who is very fussy about his food?
   (c) A timid child who cries easily at slight difficulties?
   (d) An aggressive child who always wants to be "boss"?
2. If you had no nursery school available, how would you seek to overcome the difficulties listed above?
3. When does the authority of the parent toward the child merge into the guidance of an experienced adult?

REFERENCE READING

The Behavior of Young Children. Volume II. Dressing—Toilet—Washing
By Ethel B. Waring and M. Waring. Scribner's. 151 *pp.* 1930

The Management of Young Children
By William E. Blatz and Helen Bott. Morrow. 354 *pp.* 1930

Our Children: A Handbook for Parents
Ed. by Dorothy Canfield Fisher and Sidonie Matsner Gruenberg. Section II. Viking. 384 *pp.* 1932

The Problem Child at Home
By Mary Buell Sayles. Commonwealth Fund. 342 *pp.* 1928

Responsibility: Its Development Through Punishment and Reward
By Laurence Sears. Columbia Univ. Press. 198 *pp.* 1932

Authority and Discipline
By B. C. Gruenberg and S. M. Gruenberg. The Parents' Magazine. November 1931

A Concept of Discipline for Children and Parents
Univ. of Iowa Extension Bulletin, No. 261, Toward Understanding Children. February 1931

Disciplinary Devices—Rewards
Disciplinary Devices—Punishment
Pub. by the Child Study Association of America. 1931

Freedom and Discipline
By Adolf Meyer. Progressive Education Magazine. July 1928

Book Reviews

Our Movie-Made Children. By Henry James Forman. The Macmillan Co. 288 pp. 1933.

The universal popularity of the movies, coupled with the adverse criticism constantly directed at them, gives this book more than ordinary interest, particularly as it announces the results of years of careful scientific study by competent men on the effects of motion pictures on children. Since press and pulpit have frequently been hasty in denouncing every new medium of popular entertainment, many thoughtful persons have hesitated to pass judgment on this latest form of mass amusement. Yet motion pictures have on the whole been obviously inane in content, lurid in form, overbalanced in emphasis on sex expression and the superficial evidences of wealth, beauty, or success in their heroes and heroines. It is commonly supposed that they are not the most wholesome diet for children's consumption; but no scientific criterion for judgment has heretofore been available.

This book is a summary and interpretation of studies made between 1929 and 1933 at the request of the Motion Picture Research Council and financed by the Payne Fund. The professional standing of the seventeen persons engaged in these nine studies, which will eventually be published in their entirety, is of the highest, and their findings will in all likelihood be of great sociological value. From these as yet unpublished monographs the author of the present volume has made a survey and summary for the general reader. As a popular resumé of the first large-scale research into a vital problem of our times, it is of unquestioned value in substituting facts for surmises. But it is doubtful if the scholars engaged in the researches would assume, as the present volume might at times lead the unscientific reader to imply, that the studies give a final answer to the question of what to do with the movies.

The substance of the studies, even in the necessarily brief form in which they are reported, is startling enough, both as it reveals the extent and intensity of the movies, and also their inadequacy to fulfill the important educational role they are playing. 77,000,000 people in the United States visit motion pictures weekly. More than one-third of that number are children and adolescents; 11,000,000 of them are under fourteen years of age. They see pictures dealing with themes of "crime, sex and love." The impressions gained are retained in remarkable degree, and younger children show a more striking memory of incidents seen on the screen than older children or adults. Observance of pictures increases restlessness in sleep for most children. Old and young, but especially younger children, are excited by the graphic portrayals in the movies. Either a prejudiced or a friendly attitude toward a given race or nationality is induced in those witnessing a picture showing the people in question in an unfavorable light or the opposite. Opinions on many questions are similarly changed by the movies. Modes of behavior of the principal actors on the screen are imitated by children and adolescents, and some crime is attributable to movie attendance. Especially is sex delinquency a product partly at least of observance of motion pictures. Here is a thought-provoking panorama of a social force with more power than it has learned to use.

These general statements do scant justice to the figures produced in the studies and the methodical fashion in which the influence of pictures has been measured. The statistics themselves would furnish by far the most impressive picture of the effect of the motion picture upon the nation's children. But certain criticisms might well be made of the implications which the reader of the present volume is left to infer. The mere enumeration of types of incidents in movies, for instance, does not in itself constitute a basis for sound judgment. The number of kissings and killings in a given number of movies means little unless a basis of comparison is established. How many are there in the same number of newspaper stories, or of Shakespeare's plays? And after the comparison is made, how are we to know how many there should be? The same rule applies to excitement. Granted the movies excite, what then? This book gives the results recorded by a psychogalvanometer, but it makes no distinction between persons of different temperaments and establishes no norm.

W. W. Charters, Chairman of the Committee on Educational Research of the Payne Fund, in the introduction to the book, makes a restrained and judicious summary of the import of the studies: "The motion picture is powerful to an unexpected degree

in affecting the information, attitudes, emotional experiences and conduct patterns of children; . . . . the content of current commercial motion pictures constitutes a valid basis for apprehension about their influence upon children; and . . . . the commercial movies present a critical and complicated situation in which the whole hearted and sincere cooperation of the producers with parents and public is essential to discover how to use motion pictures to the best advantage of children."

The studies reviewed in this book cover one side of the case; the other side is the child in all his relationships as he develops over a long period of time. Ideally, in order to complete the researches undertaken by the Payne Fund, studies ought to be made from the standpoint of child development, showing in what ways movies are to be used, to what extent, how a regime of movie attendance is to be modified for individual differences in children, and so on. And even then, in order to be of full significance to parents, these combined findings would be in need of interpretation in terms of the reactions of the individual child.

LeRoy E. Bowman

Psychiatry in Education. By V. V. Anderson, M. D. Harper and Brothers. 430 pp. 1932.

This book is a clear and detailed statement of the contribution of mental hygiene principles and psychiatric technique to education, plus practical suggestions for applying them, both directly to children and indirectly in the selection of teachers. There is appropriate emphasis on the importance of their application first and foremost in the education of normal children. Each child must be treated as an individual, and all sides of his mental make-up studied, guided and integrated.

Starting out with stories of young college graduates who entered an industrial organization, and had various difficulties, Dr. Anderson evaluates the mental hygiene work in the colleges. As former Director of the Department of Psychiatry and Psychology at R. H. Macy and Company he is familiar both with those who succeed and those who fail in their adjustment to the business world. Those who fail, even though of good mental ability, usually have some personality problem such as poor work habits or emotional conflicts. It would be interesting to have Dr. Anderson discuss some cases of success and failure in professional or artistic fields, for business success is not the only criterion of maturity and self-fulfilment. The way, however, is pointed out:

"In reference to what the college should do for young people, it is our belief that something more than academic success, occupational training, or educational counseling on the part of academic instructors is essential, at least as far as effectiveness in the everyday world of business is concerned. The job of the college is training the mind of the student, and this implies much more than his intelligence.

"Mental hygiene needs to enter college not as one more bureau or guidance program, but as a philosophy in education, and as an integrating personnel agency for bringing together all those resources and counsels that seek to guide and develop the individual student."

The chapters on high school and junior high school pupils contain full descriptions of the facilities of Dr. Anderson's own school for "problem" children and the manner in which these are utilized. These children are closely supervised, especially in the matter of habit formation and the discovery of emotionally satisfying interests which may be developed; the whole day is accounted for, and plans are modified as conditions change. Each individual must be socialized, adjusted to his social group. Particularly illuminating is the section on the selection of the staff, the "crucial factor in the educational scheme."

In relation to the elementary grades, Dr. Anderson offers certain criticisms of "progressive" schools: "They [children] need freedom, initiative, and self-expression, but they also need discipline, guidance, training in carrying through a definite necessary task. . . . Good work habits, a feeling of responsibility and pride in achievement of the task for its own sake are extremely valuable acquisitions." Though in the main well founded, this is perhaps unjust to those schools which have already recognized this problem and modified their practice.

In the pages on "The Psychiatrist Discusses the Teacher," it is pointed out that ideally the teacher must embody all the traits supposed to be developed by the procedures recommended for educating children—traits more essential than any specialized subject skill. The teacher is an executive handling people, a well rounded adult who knows and understands both himself and others.

Unfortunately the author does not take us on from the intensive case work possible with individual children in such a school as his to readjustment at home. He leaves us without a guiding word about parent education, in its relation to his program and to the child's future home and individual life. Surely Dr. Anderson's contribution along these lines would be a valuable addition to an important and interesting book.

Rhoda H. Kohn.

Projects in Parent Education

EXTRA-CURRICULAR ACTIVITIES—The first of a series of monthly reports on the work of the Association's special committees.

Mrs. Hugh Grant Straus, *General Chairman for all Committees*
Mrs. Haviland Smith, *Associate Chairman*

Volunteer committees, of experienced study group members and specialists in particular fields, have an important place in the Association's work; first, as projects in self-education; and second, for the compilation of material helpful to others interested in parent education. In order to meet the need for accurate information about opportunities in handcrafts for children, the Committee on Extra-curricular Activities of Children has surveyed the field and has compiled a directory of the metropolitan area. This directory will be presented at a symposium on "Opportunities for the Child's Leisure Time" to be held at Headquarters on November 14, under the auspices of this Committee.

A cry of anguish was recently sent up by a man who had set himself the job of renovating a newly-purchased house in the country: "What's the use of all my education if I have no idea of the uses of any raw material or of the simplest tool, or even of how to talk intelligently to the workmen I am forced to employ to do the job I am so eager to do?"

This protest, followed by the usual extremist threat to bring up his children to be manual workers, is by no means exceptional. It is symptomatic of an educational program based upon three prejudices: that an education can be acquired only directly through the academic subjects; that the goal of education is the well known professions—medicine, law, engineering—with dentistry and teaching as second choices; that manual work is menial and degrading. Such a reaction against "schooling" is amply justified by conditions in schools where one is still too often confronted by the paradox of scores of children coerced and cajoled into submission to the discipline of academic subjects and coerced and cajoled out of an undue enthusiasm for "extra-curricular" activities. Arts, crafts, dramatics, music, dancing—none of these has been adequately explored in the educational scheme.

The extra-curricular subjects were introduced in progressive schools with the hope that through a series of exposures the child's latent talents would be aroused. And with few exceptions children do create prolifically—far too prolifically for city homes. While it is obvious that this creative facility is not to be mistaken for true talent in all cases, it is just as certain that much of it is above the level of knickknacks and hobbies. But a child, talented, for example, in dramatics or carpentry, may still frequently find so little available in school to further that talent, that he is driven to pursue his talent outside. At best, this has all the disadvantages of a two-headed education, with possibilities of conflicts in time distribution, in authority, in techniques and in general direction. More frequently, the facilities he seeks are even more inadequate outside than in the school, and most conspicuously so for those who are neither rich enough to pay for good private instructions, nor yet poor enough to be eligible for settlement instruction.

Beside the obvious inadequacy for the truly talented, there are other opportunities which are too often overlooked. For children who find abstract thinking and learning formidable, the extra-curricular subjects often make a constructive approach to the academic subjects. For those children who can do their best work in clay modelling, wood carving, bookbinding, or weaving, the non-academic subjects offer perhaps the one chance of successful accomplishment in their whole school career. Then too, there are many children who do not make friends easily and the less easily, the more unorganized the social group is. Where parents do not realize this and persistently nag such children to "go out and play," there is daily conflict. But this source of friction will usually disappear, if the child is introduced to a supervised group, organized for a common interest, whether swimming, nature walks, or stamp-collecting.

When academic prejudices are replaced by the thought that education is a process co-terminous with life, yielding its gifts to those who reach the frontiers of knowledge whether through mathematics or through printing, then it will no longer be artificially divided into curricular and extra-curricular subjects.

AUGUSTA ALPERT, *Chairman,*
Committee on Extra-curricular Activities.

In the Magazines

Can Childhood Education Be Socially Realistic? By Frederick L. Redefer. Childhood Education, June 1933.

"Social realism is only possible," says the writer, "when the individual is living realistically in school, at home, in all of life's activities," a condition never wholly realized, although it should be constantly nurtured and fostered as an ideal. The nurturing and fostering depend altogether on how socially realistic the teacher's educational philosophy is.

Sex Education. By Doris M. Odlum. Mother and Child, May 1933.

Two factors pertinent to sex education are discussed: "the development of an attitude of mind" and "accurate instruction in facts." Sex tabus at one extreme and, at the other, the over intellectual approach are well described. The child's attitude of mind toward sex is interpreted, and a word of warning is given regarding the preparation needed by those contemplating marriage for a full appreciation of the physical aspects of married life.

Helping the Child Control His Emotions. By Smiley Blanton. The Parents' Magazine, June 1933.

Childish "loves and hates" are illustrated and interpreted. Manifestations of rivalry and antagonism are normal traits which need not result in serious emotional disturbances or conflicts, if adults understand and guide the child wisely.

Mental Hygiene: Its Future in Public Education. By Caroline B. Zachry. The Journal of the National Education Association, May 1933.

The trends which mental hygiene in public education is likely to follow point to: (1) "Progressive classrooms in which the curriculum is based on the children's real purposes; (2) teachers who are sensitive to the needs of mental health; (3) psychologists who consider ratings on intelligence and performance tests in terms of the total personality of the child; (4) visiting teachers . . . who have learned the constructive remedial possibilities within the classroom situation; (5) psychiatrists . . . who look on their function in relation to the school as an educational one rather than a mere clinical one." Another point considered is the necessity for parent education in relation to school situations.

Mothercraft and Fathercraft. The London Times Educational Supplement, May 13, 1933.

The writer reviews three successive stages of development in respect to child growth, bearing mainly on the physical well-being. A plea is made for more progress in the direction of the study of the child's mental health by means of "parent guidance" through group study, lectures, child guidance clinics and pre-parental courses in senior schools.

Nursery Schools for the Modern World. By Anna W. M. Wolf. Public Health Nursing, May 1933.

A discussion of the educational function of the nursery school illustrated by means of actual procedure and demonstration. Mother-child-teacher relationship is paralleled with that of home-school-society.

On the Improper Use of Psychological Tests. By Frank S. Freeman. School and Society, May 20, 1933.

Dr. Freeman points to the dangers in the indiscriminate publication and widespread use of psychological tests on the part of teachers, school administrators, pupils and the public at large. The validity of results is impaired unless the tests are used by accredited persons.

An Educational Experiment in the Use of Leisure. By A. K. C. Ottaway. The New Era, June 1933.

A description of a group experiment. The writer defines the "social use of leisure" as "the existence of group activities, organized on the initiative of individual members of such groups" for the "development of a sense of mutual helpfulness and comradeship." Lists of activities are given with the results of achievements, both practical and psychological.

Sex Education and Mental Hygiene—I and II. Journal of Social Hygiene, May 1933.

In Section I Dr. Ira S. Wile interprets the interrelationship and interdependence of mental hygiene and sex education, and points in particular to the value of sex education as related to the biologic phases of prophylaxis and in the prevention of psycho-social maladjustments.

In Section II Dr. William A. White discusses the topic as it relates to parental attitude and function, and "the interrelations of social factors and the way in which they build up the 'mores'."

News and Notes

1888-1933

The Child Study Association, a pioneer in parent education, celebrates its Forty-fifth Anniversary with a keen sense of its responsibility to further and spread the knowledge and vision which are essential to the development of intelligent parenthood. During all the years of its continued existence and growth the Association has acted as coordinator and interpreter to the specialist and the parent in an endeavor to integrate contributions from many fields into a form that will make them available to all those who are concerned with children.

On a following page appears an announcement of study groups at Headquarters which are designed to meet the needs of parents with children of every age from early infancy through adolescence. Announcement is also made in the Calendar on the inside of the front cover of an open house to be held on October 16 at Association Headquarters, to which members and friends are cordially invited. Demonstration study groups and exhibits of committee work will give a cross section of activities.

The high spot of the Anniversary year will be a Two-day Conference at the Hotel Pennsylvania on January 19 and 20. In preparation for the discussion of the Conference topic—"The Family and its Functions Today"—four panels of specialists in related fields have been asked to meet informally several times during the early winter to discuss economic, social, educational and ethical changes affecting the presentday home. Under such titles as "The New Economics and the Family," "Parents and Children in a Changing Society," "Education Reconsiders Its Aims," and "O Tempora! O Mores!" their findings will be presented to the Conference by representatives of the four groups. At the dinner meeting these discussions will be oriented in relation to "Security and Change as Factors in Family Life." The second day of the Conference will be devoted to a discussion of "Trends in Parent Education."

Fathers Cooperate

While society is emerging toward economic recovery, the public schools and other community services for children are in danger of lagging behind. In this situation the United Parents Associations sees continuous opportunities for an organization for parent education and is looking forward to renewed endeavor for the maintenance and improvement of standards of public services to children in Greater New York City.

This public task is of special interest to fathers and this year the U. P. A. will endeavor to arrange all committee and public meetings, in so far as possible, at times convenient to them. All mothers' clubs now affiliated with the U. P. A. will be urged to hold regular meetings which fathers may attend. Dues to the U. P. A. are to be changed from a per capita to a family basis.

Lectures at Ethical Culture School

Under the auspices of the Parents and Teachers Association of the Ethical Culture Schools, Eduard C. Lindeman will conduct a discussion forum on "New Aspects of a Changing World—Economical, Political, Social." The discussion will cover: the crisis seen in perspective, why the older controls no longer operate, the meaning of the machine, steps toward a planned society, the perils of normalcy, the relation between the individual and the group and the need of social goals. Meetings will be held at 8:15 on five Thursday evenings, October 26, November 9 and 23, December 7 and 14, at 2 West 64th Street.

Child Study Week in Baltimore

Child Study Week will be observed in Baltimore from October 20 to 28. The Child Study Association, Baltimore District, having proved its value to the community and been endorsed by Baltimore's leading educators and child care experts, will officially appeal to the people of the community for supporting membership. Plans for the month include a mass meeting, four radio talks, and a week of public and personal solicitation. The District now consists of forty-two study groups which will hold their opening meetings early in October. In addition to these, the large amount of civic work undertaken by the Association in schools, hospital clinics, organizations like the Y. W. C. A., recreation centers and settlements makes it necessary to call upon the community for financial support in continuing these parent education projects.

New School of Social Research

A departure from familiar lecture technique is offered by the New School of Social Research in one of the courses scheduled for the fall term, opening September 28. Dr. David M. Levy, former chief-of-staff of the Institute of Child Guidance, will give a seminar of thirty meetings on "Therapy of Parental Attitudes" for qualified professional workers. The members of the class will present active case work material and the discussions will be based on the development and application of techniques for handling these specific cases. This course will begin Wednesday, October 4, at 5:20 p. m.

Other courses of interest to parents and teachers will be given by Dr. V. T. Thayer, Educational Director of the Ethical Culture Schools in New York, and Dr. I. M. Altaraz, founder and director of the Dr. Altaraz School for Character Training at Monterey, Massachusetts.

Dr. Thayer will give a series of eighteen lectures on "The Development of Progressive Education," which will consist of a critical study of the principles and methods that have given character to progressive education. The lectures will be held on Tuesdays at 8:20 p. m., beginning October 3. Dr. Altaraz' course of eighteen lectures on "Progressive Education and Behavior Problems," will deal with the relation between adults and youth and with the question of progressive education, its principles, techniques and applications. This course will begin on Monday, October 2, at 5:20 p. m.

Lectures on Psychoanalysis

The New York Psychoanalytic Institute offers seven courses, beginning the first week in October, as follows: Psychoanalysis and Social Work, The Utilization of Psychoanalytic Viewpoints in Social Case Work, The Application of Psychoanalysis to Social Work, Psychoanalysis and Pedagogics, Psychoanalysis and the Law, Psychoanalysis in Medicine, Popular Lectures on Psychoanalytic Topics. The lecturers will include Drs. Broadwin, Feigenbaum, Glueck, Kenworthy, Kubie, Lehrman, Lorand, Meyer, Oberndorf, Schoenfeld, Adolph Stern, Williams, Wittels and Zilboorg. For further details, apply to the Executive Director, 324 West Eighty-Sixth Street, New York City.

Child Study Association of America

PROGRAM OF ACTIVITIES

1933 - 34

The work of the Association and the varied opportunities it offers to everyone interested in children are described in this yearly announcement.

Available upon request

FORTY-FIFTH ANNIVERSARY—1888 - 1933

Our Common Cause—Civilization

The International Congress of Women which met in Chicago July 16-July 22 was called by the National Council of Women of the United States to review the forty years since the first similar congress, at the time of the Columbian Exposition in 1893, and to look forward to the tasks of "Our Common Cause—Civilization." Over a thousand women from thirty countries met in eight daily sessions to discuss such questions as, "The World as It Is", "The World as It Could Be", "Economic Security through Government", "Protection against Destructive Forces", "Opportunity through Education." One of the striking and gratifying features was the fact that although a congress of women, it did not concern itself with a woman's program. Women of today feel themselves so much a part of the world and its affairs that they no longer have to demand their rights as women, but are ready to assume responsibility and to assert themselves on behalf of humanity. It is true that here and there women's hard-won security and equality have been lost during these difficult years; but while these losses were occasionally mentioned, they were treated as minor problems, incidental to the larger issues that confront all civilized people today.

The congress was also noteworthy as being truly international in spirit notwithstanding the great numerical predominance of delegates from our own country. The women from other countries made themselves felt, not as foreigners with peculiar dress or strange accents, but as representatives of peoples in all lands concerned with the same fundamental problems. All the discussions had a distinctly international flavor—as if in the past generation women have come not only out of their kitchens, but also out of their provincial limitations and village concerns. They realize that whatever is precious in our civilization is to be attained only as it is made possible for all nations, all peoples, all classes; we cannot live by ourselves alone, we cannot profit for ourselves alone.

One of the outstanding meetings was that at which the facts and problems of "Economic Security through Government" under communism, fascism and

(*Continued on page* 28)

STUDY GROUPS AND SPECIAL COURSES

Registration—October 16-23 Groups begin—October 23

Study group work is planned with the purpose of orienting the participants through a comprehensive study of the many matters affecting parent-child relationships and also of childhood in its normal developmental processes. Groups are led by experienced staff members and by specialists in closely allied educational fields.

STUDY GROUPS

INTRODUCTION TO PARENTHOOD

PREGNANCY, THE INFANT, THE FAMILY GROUP

Fridays, at 11 *a. m. Twelve meetings, beginning October* 27.

DR. RUTH BRICKNER and MRS. ANNA W. M. WOLF.

Eight lectures at Headquarters and four demonstrations at hospitals and clinics, of special interest to parents of infants and to prospective mothers.

THE EARLY YEARS OF CHILDHOOD

Twelve meetings, beginning October 23.

MRS. ANNA W. M. WOLF, *Mondays, at* 11 *a. m., or*

MRS. MARION M. MILLER, *Mondays, at* 2:30 *p. m.*

GENERAL TOPICS—The Foundation of Personality, Mental and Emotional Aspects, Parent-child and Other Intra-familial Relationships, The Child as a Social Being.

FAMILY RELATIONSHIPS

Mondays at 11 *a. m. Twelve meetings, beginning October* 23.

MRS. SIDONIE MATSNER GRUENBERG.

GENERAL TOPICS—The Interactions of the Members of the Family, The Place of Authority in Family Life, Growth of Freedom in the Family Setting.

THE ADOLESCENT

Wednesdays, at 11 *a. m. Twelve meetings, beginning October* 25.

MRS. CÉCILE PILPEL.

GENERAL TOPICS—The Parents' Role in Relation to the Adolescent, Adolescent Friendships, Personality Development of the Adolescent, Changes in the Body System.

SPECIAL COURSES

BEARING OF SOCIAL TRENDS ON FAMILY LIFE

Thursdays, at 11 *a. m. Twelve meetings, beginning October* 26.

The purpose of this course for parents, advanced students and leaders in parent education is to discuss the life and welfare of the family as it is affected by the scientific developments of our times.

SATURDAY HANDCRAFTS PROJECT

Saturdays, at 10 *a. m. Fourteen meetings, beginning November* 25.

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Handcraft for parents and children, including block printing, clay modelling, the making of marionettes and masks. Parents and children may register together or either individually. Registration may be made for all three activities or for one.

CHILDREN'S ART INTERESTS

Fridays, at 11 *a. m. Six meetings, beginning November* 3.

Auspices of the Committee on Art for Children.

An inquiry into the cultural possibilities in a child's daily surroundings, such as book illustrations, interior decoration, pictures and sculpture, home gardens and parks and city architecture.

TRAINING FOR LEADERSHIP

An advanced course; Thursdays, morning and afternoon sessions, beginning October 26.

GENERAL TOPICS—The Bearings of Social Trends on Family Life, Research in Child Development, Parent Education Programs in New York City and Vicinity. Additional opportunities for individual work are also open to leaders in training. For details, inquire of the Study Group Department.

FOR FURTHER INFORMATION, SEND FOR THE PROGRAM OF ACTIVITIES, 1933-34

CHILD STUDY ASSOCIATION, 221 West 57 Street, New York

Parental Control and Self-Control

MARIE H. BRIEHL

(*Continued from page* 9)

pupils to be good." This is a representation of a mother (or older sister or teacher) super-ego pattern too severe for her to endure, against which she rebels in her tantrums, only to suffer keenly from a sense of guilt that she has been bad. Therefore in her play she has found a way to make children good.

Max, who at sixteen is still a bed-wetter, says, "Yes, I hit my brothers and sisters when they are bad. We have no father. No, my mother doesn't like it, but who will make them good, if I don't?"

His is a faulty super-ego with a sense of guilt which attempts to compensate by a show of severity.

Hester has a dog-phobia. In spite of the great amount of anxiety behind this she seems abnormally frank in at once revealing her intimate sexual play to the analyst. The usual sense of guilt which shows itself in a normal amount of reserve and modesty seems lacking. It turns out that she tells her mother after each act of masturbation and that her mother severely forbids it each time. She is unable to incorporate her mother's too severe prohibitions. She reacts by relieving herself of guilt by shifting it on to her mother. She is persisting too long in infantile dependence on her mother's control and authority. She has failed in forming a sufficiently strong super-ego.

A child can incorporate only so much food in certain qualities and quantities at certain stages of his physical growth. In the same way a child can incorporate only so much authority of such a kind and quality at various stages of his psychological growth. We have learned from psychoanalysis that along with physiological disturbances which may arise from incorrect feeding of children, there are concomitant emotional ones, such as, vomiting, thumbsucking, lack of appetite, rebellion, or jealousy.

So we learn too that there are emotional disturbances which may arise from faulty giving and withholding of parental authority. Authority is necessary in the formation of the child's character; but the ultimate goal of this authority is independence and self-direction on the part of the individual. The psychoanalytic point of view reveals to parents vast possibilities for contributing to the emotional wholeness of their child, and contributes much in helping them evaluate the part which they are called upon to play in his gradual evolution from parental control to self-control.

News and Notes

(*Continued from page* 26)

democracy were discussed respectively by Mrs. Rose Laddon Hanna, an American who represents the International Students' Hospitality Association in Moscow, Mr. Guistino Bosio, an economist on the staff of the American Bank in Florence, Italy, and Miss Margaret Bondfield, a leader in the Labor movement, formerly in the Labor Cabinet of Great Britain. While the types of government presented differ radically, it was particularly evident that everywhere the emphasis is being put more and more on the opportunity to partake of the fruits of civilization and less and less on making a fortune at the expense of others.

Another impressive session was that in which a group of young women, representing colleges, trades and factories, under the chairmanship of Miss Jane Addams, reported on the views of the younger generation regarding a civilized world. They seemed to see the present situation as a challenge to themselves as well as to the older generation. Where one girl appeals to the older people to help start a youth movement, another replies that such a movement must come from the young people themselves. On the other hand, one college girl protests against the attitude of many parents who say, in effect, "We have done all we can; now it is up to you." Young people are eager to assume their coming responsibilities to the best of their ability, but they do not like to see the older people run away from *their own*. They fear most of all the complacencies and narrowness and bigotries into which they have seen older people sink.

Among the recommendations were such forward looking undertakings as marriage consultation centers, social insurance and broader educational opportunities at every age level. S. M. G.

Parents and World Education

Parent education had a prominent place on the program of the World Federation of Education Associations at its convention in Dublin, Ireland, from July 27 to August 4. Mrs. A. H. Reeve, President of the International Federation of Home and School presided at the sessions on home and school, Mrs. Hugh Bradford, President of the National Congress of Parents and Teachers, spoke on "Mental Hygiene" at the meeting of the health section. Other parent-teacher workers from the United States who attended the Dublin convention were Mrs. E. E. Kiernan, Secretary of the International Federation, and Miss Alice Sowers, Associate Chairman of Parent Education, National Congress of Parents and Teachers.

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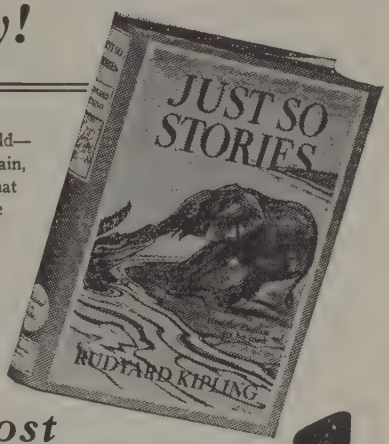

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Yes, here are the famous "Just So Stories," by Rudyard Kipling, telling how the elephant got his trunk, how the leopard got his spots, how the alphabet was made—a veritable treasure for every child's library. Here is Robinson Crusoe, Hans Brinker, Heidi, and King Arthur and His Knights—but read the old, familiar titles yourself below!

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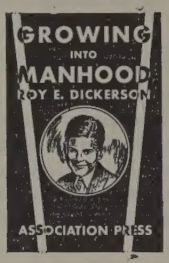

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Child Study Association of America

MRS. BIRD STEIN GANS will become Honorary President of the Child Study Association of America, at its Forty-fifth Annual Meeting on November 8th. After thirty-six years as President, she will in her new capacity find increased freedom without diminishing her active interest in the Association. Mrs. Everett Dean Martin, who succeeds her as President, herself has a record of over twenty years' service. But to pioneers like Mrs. Gans and myself even this seems brief. As early as 1890 I heard of Mrs. Gans' work from Felix Adler, Caroline T. Haven and G. Stanley Hall. Though I was in Louisville and Mrs. Gans in New York, our correspondence was a constant encouragement in my efforts to reach parents. From 1905, when I came to Teachers College, Columbia University, her friendship has been one of those rare personal and professional ties which grow stronger with the years.

THE records of the Association will give the dates and mark the successive stages of the organization's development under Mrs. Gans' leadership, first as Chairman of Chapter I, later as President of the Federation for Child Study and of the Association under its present form. Its growth—in the scope of its contacts, in its practical service to parents, in its professional and educational standards, and in the recognition accorded it by other and more academic educational institutions—bespeaks more effectively than any words her untiring energy, practical good sense, and purposeful vision. But though the personal qualities which continue to make her contribution unique have found full expression in her work, her modesty and her truly remarkable gift for cooperating with others now put upon me the welcome necessity of paying explicit tribute to Mrs. Gans as an individual.

IT may seem strange today to recall my first pleasurable surprise in meeting a "reformer" who did not, as most then did, "look the part." Such graciousness of speech and manner is not merely social skill; her winning and approachable personality grows out of a lack of egotism and a sincere eagerness to work with others toward common goals. This generous recognition of other people is not at all a quality of passive acceptance, but is rather the active expression of a remarkable natural gift for seeing the possibilities in new movements and in the ideas of others. Her intellectual grasp on the whole field of education and her quickness in seeing where it has something to offer parents are compounded of both insight and foresight. She has always been able not only to see the needs of parents, but also to seek out and enlist the aid of those who can meet these needs. As an executive she has labored with persistence and determination. Yet she has shown rare administrative tact in knowing when to say, "Come and we will do the job together;" and when to say, "Go; I delegate the responsibility to you entirely."

PERHAPS if we were to try to sum up all the impressions of those who share her activities, either as members of her staff or as co-workers from other organizations, we could do it no better than by saying that no one has ever felt that they were laboring *under* her; but that very many share the privilege of working *with* her. The Child Study Association is to be congratulated that this is a privilege which is happily to continue through Mrs. Gans' counsel and participation, as Honorary President, in its present work and future plans.

Patty S. Hill

CHILD STUDY

A JOURNAL OF PARENT EDUCATION

VOL. XI NOVEMBER, 1933 No. 2

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CHILD STUDY entered as second class matter March 8, 1926, at the Post Office at New York, N. Y., under the Act of March 3, 1879.
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Eight months, October through May. Fifteen cents per copy; one dollar a year. Add twenty-five cents for all foreign subscriptions.